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ABSTRACT

Basic function of a migrant Census Taker is to identify eligible migrant children, 0-20 years old, residing within a designated area. Census Takers work part-time with school districts, migrant programs, and community agencies within the geographic area to set up procedures for relaying information on identified migrant children. Censuses are usually taken from March through December. Prepared by the Migrant Census Office, this booklet is intended for reference by Census Takers in their role of identifying eligible migrant children in New York. The booklet includes: a job description; guidelines for defining a migrant child and acceptable agricultural activities (employment examples are given); discussions of his role when approaching the migrant community and family, and his accountability to the Migrant Census and brief discussions of the flow charts, census reports (bilingual and pre-school count, bi-weekly update, and county maps), terminal operator reports, migrant census profiles, and the New York State Tracking System. Attached are copies of the: ineligible family contact sheet; seasonal agricultural farmworker family census form; contact sheet; weekly summary sheet, expense and travel claim forms; Migrant Census Office flow chart (field procedures, census office, and information dissemination); and census count graph. (NQ)

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A GUIDE to CENSUS TAKERS:

Methods and Procedures

NEW YORK STATE

MIGRANT CENSUS OFFICE

2

RC009824

FOREWORD

The contents of this booklet have been prepared by the Migrant Census Office for reference by Census Takers in their role of identifying eligible migrant children in New York.

Since the information may also be useful to others interested in establishing such an operation to identify migrant children, the booklet has been produced by the Migrant Program Communications Project for interstate dissemination.

Any requests for further information should be directed to:

Director
Migrant Census Office
Regional Planning Center
1015 Watervliet-Shaker Road
Albany, New York 12205

(October, 1976)

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I. INTRODUCTION

A. Purpose of Booklet
B. Job Description

I. INTRODUCTION

The New York State Migrant Census Project is an identification/ referral unit funded by the Bureau of Migrant Education, State Education Department.

The purpose of the Census Project is to identify all eligible migrant children 0-20 years of age throughout New York State for the Bureau of Migrant Education's programs and planning.

Census Takers work on a part-time basis during the year in each of the counties in New York State. The hours each census taker works depends on the area he/she is assigned and the migrant activitity in that particular area. The period of censusing usually runs from March through December. Census Takers are asked to return based on their year's performance according to the Job Description Goals and Objectives.

ALBANY-SCHOHARIE-SCHENECTADY
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

POSITION DESCRIPTION

Title: Migrant Census Taker Location: Regional Planning Center

Incumbent: _____ Date: October 19, 1976

Reports To: Mary K. Morphy, Coordinator

1.0 Basic Function:

To identify eligible migrant children, 0-20 years old, residing within the designated area.

2.0 Scope of Activity:

To work with school districts, migrant programs and community agencies within the geographic area to set up procedures for relaying information on identified migrant children.

3.0 Responsibilities:

3.1 To fully understand all federal guidelines as pertains to eligibility of children for Migrant Education Programs.

3.2 To fully understand all forms pertaining to the job and how each form is to be correctly completed.

3.3 To contact Chief School Administrators in order to introduce program and establish procedures of communication concerning Census information.

3.4. To contact Project Directors of all Migrant Education Programs to introduce programs and establish procedures of communication concerning Census information.

3.5 To contact public and private community agencies associated with serving rural populations.

3.6 To contact potential employers of migrant laborers (growers, contractors, personnel managers of food processing plants, etc.) in order to provide leads regarding locations of migrant children.

3.7 To conduct personal interviews with heads of potential migrant households, completing census forms when appropriate.

3.8 To forward completed census forms to the Migrant Census Office within 48 hours.

4.0 Authority:

To determine eligibility of a 'Migrant' family based on interview with head of the household.

Final notification of eligibility to Local Educational Agencies will be made only by the Migrant Census Office.

5.0 Reporting Requirements:

To submit each week to the Census Office a report of the week's activities including any Census, contacts and vouchers.

6.0 Qualifications:

6.1 Education
High School Diploma

6.2 Experience:
Thorough knowledge of the area; must have own transportation.

7.0 Specifications:

7.1 Complexity:
Ability to relate to a cross-section of people on professional and non-professional levels.

7.2 Impact of Performance on Others:
Bureau of Migrant Education's programs and planning is based on the numbers of identified migrant youngsters in an area.

7.3 Responsibility for materials, equipment and tools, property and money:

N/A

7.4 Contact with Others:
To encourage migrant families to participate in programs available for them.

7.5 Nature of Supervisory Responsibilities:
NONE

II. GUIDELINES

A. Definition of a Migrant Child

B. Acceptable Agricultural Activities

C. Employment Examples

II GUIDELINES

All Census Takers must clearly understand all Federal Guidelines as pertains to eligibility of children for Migrant Education Programs.

A. Definition of a Migrant Child

In order for a child to be classified as "Migrant" he must meet certain criteria established by ESEA Title I, Migrant Amendment, Migrant Program Guidelines.

There are three classifications of migrant children: True Interstate; True Intrastate; and Resettled. Each classification is termed a "status" and is based upon the family's intended movement for agricultural employment and the length of residency in their present locations:

A. TRUE INTERSTATE - A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent/guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

   STATUS 1 = Interstate agriculture
   STATUS 4 = Interstate fishing

B. TRUE INTRASTATE - A child who has moved with a parent or guardian within the past year across school district boundaries within a state on order that a parent/guardian or member of his immediate family might secure temporary employment in agriculture/fishing or in related food processing activities.

   STATUS 2 = Intrastate agriculture
   STATUS 5 = Intrastate fishing

C. FORMERLY MIGRATORY (five year migrants) - A child who has been an interstate or an intrastate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

   STATUS 3 = Formerly agriculture
   STATUS 6 = Formerly fishing

B. Acceptable Agricultural Activities Related To This Definition Are:

- Cotton farms and related activities such as ginning.
- Tobacco growing and related activities such as warehousing.
- Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
- Orchard activities related to fruit and nut trees and vines including sorting and picking.
- Farm activities related to the production of vegetables including sorting, freezing and canning.
- Farm activities engaged in the production of milk and other dairy products. (Non-farm based commercial dairies are <u>not</u> acceptable.)
- Farm activities related to the production of poultry and poultry products for human consumption.
- Farm or ranch activities related to the production of livestock and livestock products for human consumption. (Must be located on the farm or ranch)
- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds, and sod crops.
- Fishery activities.

Not Eligible:

- Forestry activities

POINTS TO REMEMBER:

-Mobility of parents alone does not constitute a child's eligibility. In order to qualify a child must move <u>with</u> a parent or guardian or member of the immediate family in order for that person to seek agriculture employment.

-When a migrant family has ceased to move the children are eligible for program up to six (6) years after the last agricultural movement date. (e.g. A family moved to Brockport, N.Y. from Florida on July 10, 1973 for agricultural employment purposes. They have been living in the same community since then. Those children would be eligible for ESEA Title I, Migrant Education programs until July 10, 1979.)

-Tenant farm families are traditionally mobile, staying only one or two seasons in an area. If a tenant farm family is involved in a legal agricultural activity and possesses a history of mobility we may consider them migrant.

C. Employment Examples

The following model will assist you in clarifying major points of guideline interpretation.

EMPLOYMENT EXAMPLE	Legality Under Guidelines	
	ACCEPTABLE	UNACCEPTABLE
A. & P. Employee		To qualify under food processing plants, the operation must be seasonal.
Curtis Burnes Plant Employee	This processing plant is a seasonal operation.	
Sealtest Dairy		Commercial dairies not located on a farm are not permissible.
"Sweet Clover Dairy"	This small dairy operation is located on a farm.	
ALPO Meats		Commercial establishment located in a city A non-human consumption product.
Smith Farm	A small cattle farm not located in a city.	
"Wick's Nursery"	A seasonal horticultural activity.	
"Zell's Florist"		Not considered agricultural.
Logging Industry		Not considered agricultural.

III. ROLE OF THE CENSUS TAKER

A. Approaching the Community
   1. School
   2. Migrant Education Programs
   3. Agencies
   4. Grower
   5. Personnel Departments

B. Approach to the Migrant Family
   1. Family Interview
   2. Family Census Form

C. Accountability to the Migrant Census Office
   1. Family Census Form
   2. Contact Sheet
   3. Weekly Summary
   4. Voucher
   5. Weekly Reporting Procedures

III. Role of the Census Taker

A. Approaching the Community

Before a census can be conducted in any community certain lines of communications must be established between the census taker and that community. Your letter of identification should prove beneficial to you.

1) School District

The census is conducted in order to benefit migrant children and assist Local Educational Agencies in identifying those children who are eligible for ESEA Title I, Migrant Education programs.

Is is important that Chief School Administrators (CSA's) understand the Census Project even though it is unlikely that you will be dealing with them on a daily basis. Copies of all completed Family Census Forms are sent to CSA's. Before a census is conducted within a school district, census takers are required to contact the CSA in that district.

Procedure:

- Phone ahead for an appointment, indicating that you are an employee of the Bureau of Migrant Education, State Education Department.
- Present the CSA with a letter of identification and an information packet to explain our program.
- Establish procedures of communication for submission of census information.
- Refer the CSA to the appropriate Bureau Associate for more information regarding establishment of local program.
- Refer the CSA to Census Office for more information regarding our State-wide program.

2) Migrant Education Programs

The census is also conducted to assist already existing Migrant Programs in identifying and determining eligibility of migrant children.

It is essential that Census Takers are aware of all migrant education programs that exist in their particular region and to establish weekly reporting procedures with these programs to compare census data. Copies of all completed Family Census Forms are sent to Project Directors.

Key migrant education programs to contact include:

-Tutorial Outreach Programs
-School Migrant Programs (Summer and Fall)
-Migrant Day Care Centers
-Health Agencies
-MSRTS Terminal Operators

3) Agencies

Community agencies are a good source for leads concerning locations of potential migrant families.

Some helpful agencies that should be accessed include:

- Social Services
- Post Office
- Department of Labor (Rural Manpower)
- Farm Associations
- Health Agencies
- Agricultural Extension Service
- Churches
- Stores

4) The Grower (Farm Owner)

The key to building a working rapport with the farm community is good communication. Census Takers should visit each grower in order to explain their role in censusing the employee's children. Stress that all information is confidential, compiled strictly for submission to Legal Educational Agencies.

5) Personnel Departments

In factory situations (food processing plants) Census Takers are required to contact the Personnel Manager.

Explain the program and request the Company's cooperation in conducting the census. Ask for a list (names, addresses, phone numbers) of all employees hired during the past 6 years, who have children 0-20 years of age and have moved into the community from another area.

B. Approach to the Migrant Family

1) Family Interview

Once a family has been identified as being a potential migrant the Census Taker conducts an interview with the head of the household to determine the eligibility of that family.

Explain to the head of the household the purpose of the census, that is, to identify children of farmworkers between 0-20 years of age who qualify for possible enrollment in educational programs due to the family's mobility for agricultural purposes.

Key questions can determine a family's eligibility:

a. Length of Residency in current school district (e.g. Has the family been in the school district over 6 years?)

b. Specific dates of movement in order to secure agricultural employment. (e.g. When did the family last move to secure agricultural employment?)

c. Type present/former agricultural employment (e.g. Apple Orchard; Dairy Farm; Food Processing Plant, etc.)

Once eligibility has been determined a Family Census Form must be completed for the all of the children in the family, 0-20 years of age.

Stress to each family that the information is confidential and only submitted to educational-related agencies.

Cooperation with our census is voluntary. In no instance should a family feel compelled to give information.

The Census Taker should after the interview give to the migrant family the brochure pertaining to services available in the area to them.

If a family is found to be not eligible for migrant education programs the Census Taker should fill out the Ineligible Family Contact Sheet. This includes the date the interview was conducted; names of children in the family; school district; and the specific reason for the family's ineligibility. (Attachment A)

2) Family Census Form

Once a family has been found to be eligible a Family Census Form must be completed for all children in the family 0-20 years of age. Each Census Taker must completely understand the Seasonal Agricultural Farmworker Family Census Form and how it is to be a appropriately filled out. It is imperative that each Census Form be accurate, complete and current.

DATE: Date on which the census is being conducted.

CENSUS TAKER: Name

COUNTY: County in which the migrant child attends school.

SCHOOL DISTRICT: School District in which the Migrant family attends.

LEGAL PARENTS/GUARDIANS NAME: Circle one. Last name and First Name of each Parent/Guardian where migrant child resides.

ADDRESS: Where migrant family resides.

LOCATION: Name of school district if different from the one the migrant child attends.

MAILING ADDRESS: If different from ADDRESS.

EMERGENCY TELEPHONE NO: Optional.

T___ R___: Check appropriate status of the migrant child.

PRESENT/FORMER AGRICULTURAL EMPLOYMENT: Circle one

PRESENT AGRICULTURAL EMPLOYMENT
WHERE_____ WHEN_____
Based on the migrant family's "current" agricultural connection. Indicate WHERE- the name of the farm (processing plant) and WHEN- the date on which the employment began (month/day/year).

FORMER AGRICULTURAL EMPLOYMENT
WHERE_____ WHEN_____
Based on the migrant family's "last" agricultural employment- if they are no longer involved in agriculture.
Indicate WHERE- the name and location of the farm (processing plant) and WHEN- the <u>inclusive</u> dates of agricultural employment (months/days/years).

DATES MOVED INTO DISTRICT: Date family moved into current district where they are residing (month/day/year).

EXPECTED DATE OF DEPARTURE: When the family expects to leave.

DESTINATION: Where the family expects to go.

FROM WHERE: City/State of family's last location.

HOME BASE: City/State which the family considers it's most permanent residence.

ORAL COMMUNICATION: Indicate the appropriate code for father and mother (S= Speaks; U= Understands).

COMMENTS: Utilize this item for clarification regarding anything submitted on the form. (e.g. Occasionally a child's eligibility will be based upon the parents' previous agricultural involvement - insert the necessary information to verify the child's eligibility in this category).
This section can also be utilized to indicate special problems or needs expressed by the parent (e.g. Mother indicated Jane needs glasses).

STUDENT INFORMATION: To be filled out for each member of family 0-20 years of age.

LAST NAME: Make sure spelling is accurate.
FIRST NAME: Make sure spelling is accurate.
SEX:
DATE OF BIRTH: Complete month/day/year
AGE:
PLACE OF BIRTH: City/State
WHERE LAST ATTENDED SCHOOL:
CURRENT SCHOOL OR DISTRICT:
NOW IN SCHOOL: Indicate Yes (Y) or no(N)
ORAL COMMUNICATION: Indicate appropriate code for each child. (S= Speaks, U= Understands)
I.D. # MNE: Do not write in this line. Reserved for MSRTS Terminal Operator.

Movement Information at the bottom of the form - This is to be filled out after the family has left the school district.

MOVEMENT DATE: (month/day/year)

DESTINATION: City/State/ of destination

SOURCE OF INFORMATION: Where the departure information was obtained.

(Attachment B)

C. Accountability to the Migrant Census Office

1) Family Census Form

Completed Family Census Forms must be submitted to the Census Office within 48 hours upon completion of those forms.

Final determiniation of eligibility will be made by the Census Office and the Census Taker will be notified if a family is deemed ineligible.

If a family is found by the Census Taker to be not eligible the Ineligible Family Census Form must be submitted to the Census Office.

2) Contact Sheet (Attachment C)

This sheet is to be used for all contacts a census taker makes in the course of census taking activities.

This should include all personal contacts as well as contacts made by telephone. Comments may be made if so desired.

The contact sheet is mandatory. This is how we justify the hours you submit.

3) Weekly Summary (Attachment D)

This form is optional. It can be used to summarize your weekly activities as well as to request any materials, forms, etc. that are needed.

4) Vouchers (Attachement E)

Vouchers claiming your hours, mileage and expenses must be submitted at the end of each week. Include on each voucher the particular days you have worked, the number of hours worked on each day, the places visited, and the miles spent. It is not necessary to add the hours or the dollar amounts as this is done in our office. A separate expense voucher is completed for all miscellaneous expenses (postage, supplies, etc.) A voucher cannot be processed for reimbursement if it is not signed by the Census Taker.

5) Weekly Reporting Procedures

It is imperative that all census takers submit each week written reports to the Census Office pertaining to their activities that week.

This should be done in the form of Census, contact sheets, weekly summary sheets and vouchers. If no work is done in a particular week an explanation must be given.

IV. WHAT HAPPENS TO THE CENSUS DATA

A. Flow Chart

B. Census Reports
   1. Bilingual Count
   2. Pre-school Count
   3. Bi-weekly Update
   4. County Maps

C. Census - Terminal Operator Reports

D. Migrant Census Profiles

E. New York State Tracking System

IV. WHAT HAPPENS TO THE CENSUS DATA

A. Flow Chart (Attachment F)

The Census Data follows an orderly course of events beginning with the first contact a census taker makes and ending with relevant statistics pertaining to migrant children identified for the Bureau of Migrant Education's programs and planning.

Once the census forms are received in our office they are checked for eligibility and to see if they are completely and correctly filled out. When they have been approved copies of the forms are sent to designated local educational agencies:

Terminal Operator
Chief School Administrator
Migrant School Project

The Census Office retains a copy which is filed according to the School where the migrant child attends.

B. Census Reports

Based on the Census Count the Census Office is able to supply the Bureau of Migrant Education with statistical data concerning all identified migrant children in New York State. Examples of this are:

1. Bilingual Count
   Exact numbers and locations of all migrant children who are dominant in a language other than English or who speak English and another language fluently.

2. Pre-School Count
   Exact numbers and locations of all migrant children 0-4 years of age who are not old enough to participate in regular school programs but may be eligible for migrant child care services.

3. Bi-Weekly Update
   Exact numbers of identified children in each school district in New York State throughout the year. This is broken down according to age groups, with numbers of True and Resettled listed.

4. County Maps
   County Maps are located at the Bureau of Migrant Education which are updated weekly. These maps indicate the number of True and Resettled migrant children identified according to each census taker's region.

C. Census - Terminal Operator Reports

In conjunction with the Terminal Operators the Census Office is able to supply to the Bureau reports on migrant children identified who have not been enrolled in any program.

We also are able to report the number of children enrolled in migrant programs, and if a child was enrolled in more than one migrant education program.

D. Migrant Census Profiles

The Migrant Census Office develops annual mobility profiles for each school district in which eligible migrant children have been identified. Individual entrance and departure dates for each child are plotted onto graphs reflecting the entire movement pattern for the area.

Pre-school mobility is indicated by a broken line with the solid line representing school age children, 0-17 years old. Total numbers of migrant children are recorded, in units of 5, on the left side of the graph. The bottom time-line schedule is divided into weeks per month in order to record as accurately as possible the exact time of movement.

District profiles are utilized for state and local project planning purposes enabling educators to focus student program dates to the peak influx of migrant children. (Attachment G)

E. New York State Tracking System

Since 1974 the New York State Migrant Census Office has conducted an interstate identification/tracking system with destination states.

Census takers interview the head of each migrant family household in order to obtain information regarding movement plans. Once recorded on the census form, the possible date of departure as well as place of destination is utilized for projecting the family's movement pattern. In order to verify departure, census takers revisit the area; conducting interviews with growers, health clinic personnel, shop owners, etc. Actual movement information is sent to the central office and then mailed to the appropriate state on a family census identification/ tracking report form.

Through the tracking system, destination states are alerted to the possible entrance of eligible migrant children into their area. This will assist them in their effort to provide continuity of educational program benefits to eligible migrant children.

ATTACHMENT A

NEW YORK STATE MIGRANT CENSUS OFFICE

INELIGIBLE FAMILY CONTACT SHEET

DATE	NAME	SCHOOL DISTRICT	REASON FOR INELIGIBILITY
4/26/76	Johnson, Tim Tom	Sheraton	Over 6 year limit
4/28/76	Ramos, Juan	Dover	No agricultural employment in parents' work history.

No 4565

SEASONAL AGRICULTURAL FARMWORKER FAMILY CENSUS FORM
FORMULARIO FAMILIAL DEL CENSO PARA LABRADOR TEMPORAL

DATE: Fecha 4-24-76

CENSUS TAKER: Censor K. Gibson

COUNTY: Condado New Castle

SCHOOL DISTRICT: Distrito Escolar Sheraton

LEGAL PARENTS/GUARDIAN NAME: Nombre de Padres o Guardian — Father's Last Apellido del Padre: Tillman; First Nombre: John I; Mother's Last Apellido de la Madre: Tillman; First Nombre: Elizabeth

ADDRESS: Domicilio — Camp Campo: Draper Foods; Street Calle: Rt 43,; City Ciudad: Milford

LOCATION: Localidad (If other than School District) (Si el distrito del domicilio es diferente del distrito escolar)

MAILING ADDRESS: Domicilio de Correo (If other than above) (Si es distinto del de arriba): P O Box 50, Milford, N.J.

EMERGENCY TELEPHONE NO.: Numero de Telefono de Urgencia

ATTACHMENT B

T ✓ Corriente R ____ Restablecido

PRESENT/FORMER AGRICULTURAL EMPLOYMENT: Trabajo Actual/Trabajo Anterior — WHERE Donde: Draper Foods — WHEN Cuando: 3/2/76

DATE MOVED INTO DISTRICT: Fecha de Entrada en el Distrito: 2/29/76 (Month/Day/Year) — EXPECTED DATE OF DEPARTURE: Esperada Fecha de Salida: 9/15/76 (Month/Day/Year) — DESTINATION: Destinacion: Belle Glade, (City Ciudad) Fla. (State Estado)

FROM WHERE: Dedonde: Dover, (City Ciudad) Delaware (State Estado) — HOME BASE Residencia: Belle Glade, (City Ciudad) Florida (State Estado)

ORAL COMMUNICATION: Comunicacion Oral — S = Speaks Habla; U = Understands Comprende

FATHER S I /U I — MOTHER S I /U I

PADRE H ____ /C ____ — MADRE H ____ /C ____

Only English Solo Ingles = (1) English & Spanish Ingles y Espanol = (3) English & French = (5)

Only Spanish Solo Espanol = (2) Only French = (4) Other (Please Explain) Otro (Expliquen por favor) = (6)

COMMENTS: Comento

STUDENT INFORMATION
Informacion del Estudiante

	Last Name Apellido / First Nombre	Sex Sexo	Date of Birth Fecha del Nacimiento	Age Edad	Place of Birth Sueio Nativo	Where Last Attended School ¿Que Escuela ha Asistido Anteriormente? City Ciudad / State Estado	Current School or District Escuela Actual City Ciudad	Now In School Asistencia Actual a la Escuela (Y or N) (Si o No)	Oral Communication Comunicacion Oral S H / U C
1.	Tillman, Sally	F	6/10/70	5	Atlanta, Ga.	———	Sheraton	N	1 1
	I. D. # MNE								
2.	Tillman, Ronny	M	10/3/65	10	Dover, Del.	Dover, Del.	Sheraton	Y	1 1
	I. D. # MNE								
3.	Tillman, Joan	F	3/15/69	7	Belle Glade, Fla.	Dover, Del.	Sheraton	Y	1 1
	I. D. # MNE								
4.									
	I. D. # MNE								

24 25

MOVEMENT DATE: Fecha de Traslado ____

DESTINATION: Destinacion ____ City Ciudad ____ State Estado ____

SOURCE OF INFORMATION: Origen de la Informacion ____

COPIES TO: WHITE—TERMINAL OPERATOR BLUE—CENSUS OFFICE GREEN—SCHOOL DISTRICT CANARY—TUTORIAL PINK—STATE GOLD—CENSUS TAKER

NEW YORK STATE MIGRANT CENSUS OFFICE

ATTACHMENT C

NEW YORK STATE MIGRANT CENSUS OFFICE

CONTACT SHEET

CENSUS TAKER _____

Date	Name of Agency or Group	Name and Title of Contact Person	Address and Phone

ATTACHMENT D

NEW YORK STATE MIGRANT CENSUS OFFICE

WEEKLY SUMMARY Census Taker_____ Date_____

This form is optional. If you would like to report your thoughts and problems or simply log your activities, please feel free to do so.

Also, please use the space below to indicate any materials, forms, etc., which you need.

ATTACHMENT E

MIGRANT CENSUS OFFICE
Regional Planning Center

1015 Watervliet-Shaker Road
Albany, New York 12205
(518) 456-9283

SAMPLE

MISCELLANEOUS EXPENSE CLAIM FORM Grant #:

Name: LICKITY SPLIT Date:

Address: HURRY UP LANE Position of Claimant

TIME TOWN, NY CENSUS TAKER

Instructions: Please use this claim form for all Telephone, Postage, Photocopy, and Clerical Supplies used. An itemized receipt must be attached with each claim. Taxes paid on any item are not reimbursable.

Description	Cost
POSTAGE (receipt attached)	3.00
BUSINESS CARDS (receipt attached)	10.00
TELEPHONE BILLS (calls circled)	5.50
TOTAL (FOR OFFICE USE ONLY)	

$

Signature: Lickity Split

Approval:

ATTACHMENT E

MIGRANT CENSUS OFFICE
Regional Planning Center

1015 Watervliet-Shaker Road
Albany, New York 12205
(518) 456-9283

SAMPLE

TRAVEL CLAIM FORM

Grant No.: _____

Name: LICKITY SPLIT

Date: _____

Address: HURRY UP LANE
TIME TOWN, NY

Position of Traveler: CENSUS TAKER

Instructions: The allowed rate, if you drive, is 15¢ per mile. If you travel by plane, train or bus, you must send the receipt from the conveyor used along with a copy of your ticket. Taxes paid on tickets, etc, are not reimbursable. All claimed expenses must be itemized (SED per diem rates prevail).

Date	Destination	Hours	Miles	Cost
9-12-76	TIME TOWN → Clockville → T. Town	3	57	
9-13				
9-14				
9-15	TIME TOWN → Minute → T. TOWN	5	101	
9-16				
9-17	TIME TOWN → TUTORIAL - T. TOWN	7	73	
9-18	PAPERWORK	2		
	TOLLS (receipts attached)			2.80
TOTAL	FOR OFFICE USE ONLY			

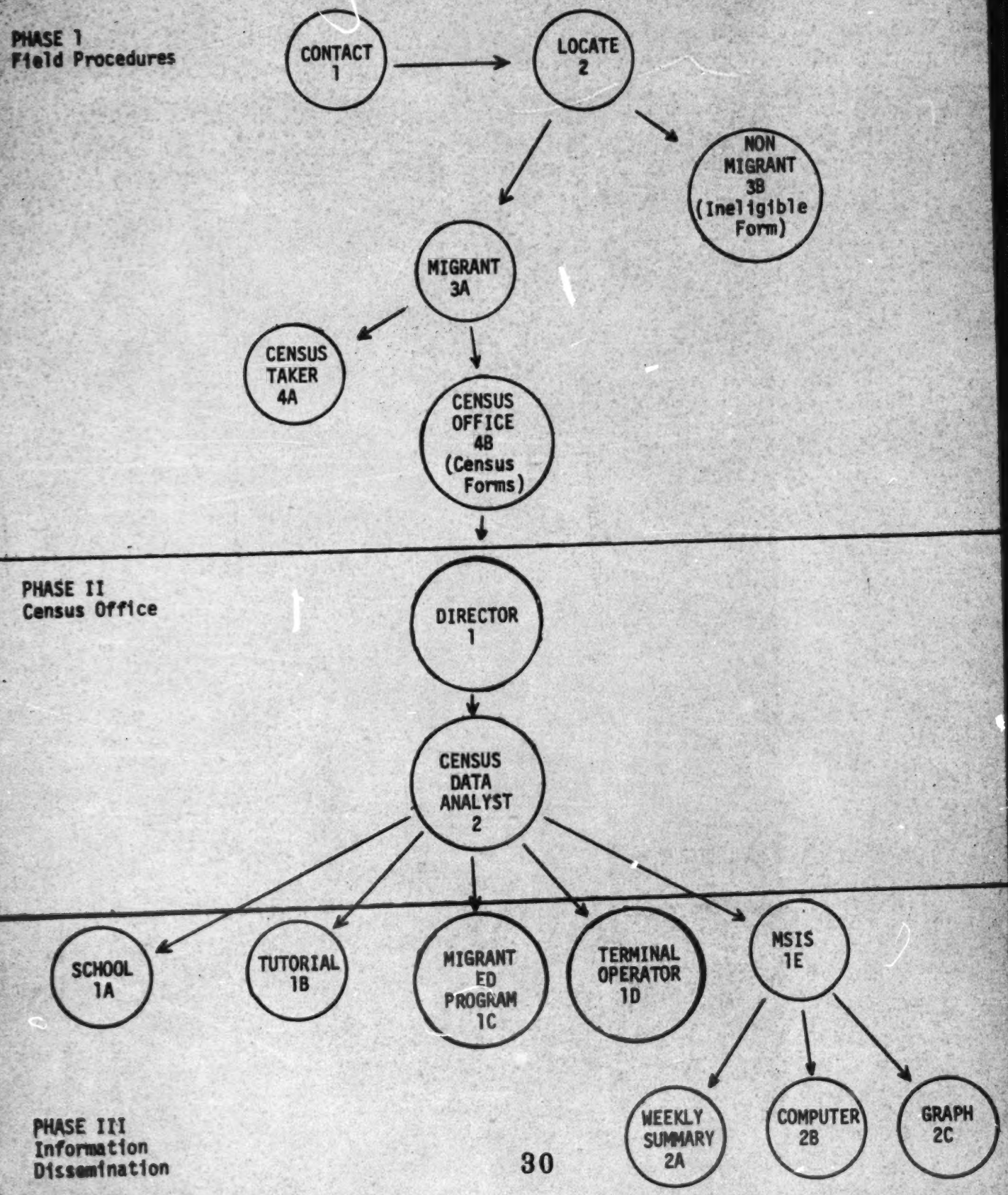
Total $ _____

Signature Lickity Split

Approval _____

ATTACHMENT F

MIGRANT CENSUS OFFICE FLOW CHART



MIGRANT CENSUS FLOW CHART NARRATIVE

PHASE I: Field Procedures

1. Contact: Community agencies and schools are contacted in order to obtain leads on the location of potentially eligible migrant families.

2. Locate: The census taker locates the family.

3A. Migrant: Eligibility determination is assessed through an interview with the head of the household.

3B. Non-Migrant: On occasion an ineligible family is contacted.

4A. Census Taker: A copy of the completed Family Census Form is retained by the census taker for future reference.

4B. Census Office: The 5 remaining copies of the Family Census Form are submitted to the Census Office for review and processing.

PHASE II: Census Office

1. Director: Every form is reviewed for eligibility.

2. Census Data Analyst: After review the forms are analyzed for pertinent data and filed accordingly.

PHASE III: Information Dissemination

1A. School: Copies of census forms are sent to the school district in which the migrant family resides.

1B. Tutorial: Tutorial projects receive census forms on eligible children residing within their program outreach area.

1C. Migrant Education Program: Migrant School Projects receive census forms on eligible children residing in their district.

1D. Terminal Operator: Census forms are sent to the appropriate MSRTS terminal operator.

1E. MSIS: Census forms are filed per school district with master sheets (MSIS) concerning key census items updated each day. (Form number, name, age, sex, arrival and departure dates, homebase and oral communication).

2A. Weekly Summary: On a weekly basis, statistical age breakdown and profiles and bilingual age breakdown charts are revised for each school district censused.

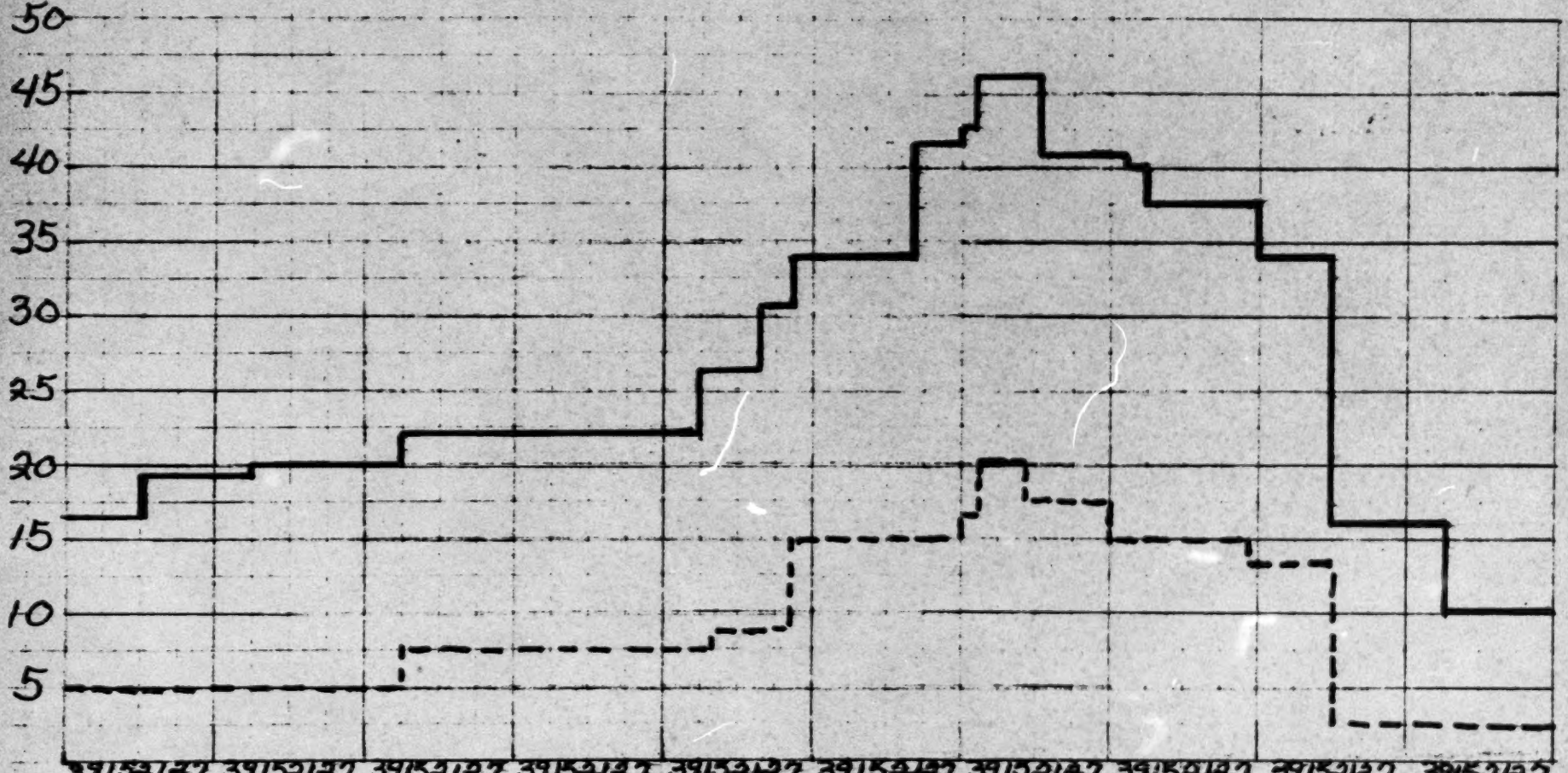
2B. Computer: Items appearing on the census forms are placed into a computer system for data comparison purposes.

2C. Graph: School district time line profiles are developed into graph form.

CENSUS COUNT: 30 True
16 Resettled

SCHOOL DISTRICT
(COUNTY)

0-4 years: - - -



ATTACHMENT G